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IMPORTANCE OF A COLLEGE DEPARTMENT OF PEDAGOGY

By DR. HARRY CLARK

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1. AS AN AID TO SECURING INCREASED FRESHMEN
CLASSES

WHEN we say that the school of pedagogy in a college is more important than the law school, or medical school, other college professors of other college subjects will naturally smile and claim that this is only that familiar phenomenon of the college world which leads each professor not merely to claim that his department is the most important of the whole institution, but audaciously to concede it! However, the influence of a department of pedagogy in attracting freshmen is proved by the experience of Columbia University. Before this institution magnified Teachers College, Harvard had more students from within a radius of 50 miles of Columbia than Columbia then had from all over the world beyond fifty miles, as Dr. Winship has pointed out. Columbia was then merely a local institution serving a city constituency, and as an undergraduate at Yale, fifteen years ago, I remember the frequent jests made by the students of that interstate and even international college body, referring to Columbia as a "day school." However, Columbia is today the most truly international and interstate of all our colleges, because it has more students from outside a 100-mile radius than Harvard, Yale, and Princeton combined. If those colleges had possessed the proper appreciation of departments of pedagogy two decades ago, Columbia would never have risen to this primacy. As it is, Harvard, Yale, and Princeton have become known through the west more by their graduates teaching in high schools than by their athletics. However, fewer of their graduates have gone into the teaching profession than would have done so if these universities had maintained chairs of pedagogy ten years sooner. Moreover, under new state laws graduates from even the most famous colleges are ineligible to teach unless they have taken courses in pedagogy. It is doubtless due chiefly to its department of pedagogy that Chicago has had such a phenomenal growth.

The teachers of boys and girls influence them as to what college they will attend more than men and women of any other profession. In spite of the enthusiastic speeches made at alumni suppers, there is no uniform tendency for boys to enter the colleges of which their fathers are alumni. As Dean Keppel points out in his book "The Undergraduate and His College," the members of a recent freshmen class at

Dartmouth were found to have been influenced to enter that college for the following reasons: 42 by the influence of relatives; 46 by the location of the college; 141 by Dartmouth graduates; only 5 by athletics (which will come as a startling revelation to some newspaper sport writers); and 79 by other factors. Evidently fathers do not influence their children as much as their teachers, because, in a recent class at Princeton, 80 different colleges were represented among the parents.

It is probably for this reason that the small denominational colleges have been so wonderfully able to hold their own in the face of the competition of the wealthy state universities. Although their student bodies are small, a very large per cent. of their graduates go into teaching, compared with those of state universities. To illustrate, in Kansas, of 1,345 high school teachers, only 278 were University of Kansas graduates, while 295 were from the smaller Kansas colleges and 181 from colleges outside the state. There is a growing tendency for graduates of a state university to enter governmental service, and industrial or commercial work; and therefore our state departments of education should give a fostering care to the departments of pedagogy in the smaller colleges of each state.

2. AS A CONNECTING LINK WITH THE SCHOOLS OF
THE STATE

Without exception, the professors of education in every college in Tennessee are doing much extension work in county institutes and school rallies, community meetings and school fairs. Professors of pedagogy of private colleges have lent their services in addressing county courts in behalf of increased appropriation to the public, elementary, and secondary schools; and in so doing they have not only won the sympathy of the public school men of our state but have also given much favorable publicity to their own institution with the general citizenship. Since the school authorities naturally feel more in sympathy with the professors of pedagogy in colleges, it is to them that inquiries for teachers are addressed.

3. THE DEPARTMENT OF EDUCATION CAN ENLIGHTEN
PUBLIC OPINION ON EDUCATIONAL QUESTIONS

In the case of state universities this is especially true because of the work of the professor of secondary education, who is in almost all cases the school

visitor. It is his function to carry the latest advances in educational theory and the demonstrated results of university experiments in education, not only to the high schools but also to the average voter. There is the same obligation upon all professors of education in the smaller denominational colleges; and presidents of these smaller institutions would act very wisely if they assigned to their professors of pedagogy fewer hours of class work and demanded from them in return much work in the line of public addresses and of writing articles for the city dailies and the State educational magazines. While productive scholarship in the form of research and the writing of books may be the demand placed upon university professors of education, there is a great field for the professor of education in small denominational colleges in the writing of popular articles on educational themes. This is not only a needed public service; it is frankly good publicity for the smaller colleges.

4. A DEPARTMENT OF EDUCATION MAKES THE REST OF A COLLEGE FEEL ITS RESPONSIBILITY TO THE PUBLIC SCHOOL SYSTEM

The presence of an agricultural college is a liberalizing influence on an academic faculty; and an engineering faculty and a liberal arts faculty react favorably on each other. Professional faculties in a university make the thinking of liberal arts professors more practical and influence them to square all their theories by the world of facts. On the other hand, the liberal arts faculty prevents the professional faculties from becoming narrow and too boldly materialistic. A school of pedagogy in such a university keeps always present before the thinking of other members of the faculty the proper adaptation of their college courses to the needs of training teachers for the high schools. Since courses in "special methods" are usually given by the regular professors of those special subjects, rather than by the professors of pedagogy, the former are compelled to study more carefully their own university methods of teaching when they give courses in the theory of teaching their own subjects in the high school. One college professor in Tennessee acknowledges that his own teaching and his view-point on his own subject has greatly improved by his giving a course in high school methods of teaching his own subject at the summer school of another college.

5. PEDAGOGY IS A VALUABLE SUBJECT FOR MANY WHO DO NOT EXPECT TO TEACH

Toledo University recognizes this and gives one course for "laymen." Wealthy young men are advised to take this one course in pedagogy because their wealth and social position will probably make them

future members of school boards, directors of social settlements, and trustees of orphanages. In view of her probabilities of marriage and motherhood, every college woman should take a course in child-study; and certainly a study in adolescence would help her to understand in later years the awkward question of a more awkward son in his 'teens. Our Y. W. C. A. authorities are attaching much importance to the study of pedagogical courses by their future secretaries; and they protest that too much of our study of adolescence deals only with the boy problem and neglects the rapidly rising question of the adaptation of girlhood to our increasingly complex civilization. If this be true of students who hope to be future Y. W. C. A. workers, it is certainly true of future Y. M. C. A. workers, Boy Scout, Girl Scout, Camp Fire, and social center leaders. To a future minister such training will be more valuable than the study of Aramaic.

6. A UNIVERSITY OWES TO ITS STUDENT BODY THE DEVELOPMENT OF A STRONG DEPARTMENT OF PEDAGOGY

The investigation of the occupations of college graduates made by the U. S. Bureau of Education showed the following distribution of college alumni: agriculture, a fraction of 1 per cent.; literature and journalism, 1.1 per cent.; public service, 1 per cent.; engineering (which was scarcely known until 1825), 3.5 per cent.; ministry, 5.9 per cent.; medicine, 6.6 per cent.; law, 15.6 per cent.; commercial work, 18.8 per cent.; education, 26.7 per cent. It is evident, therefore, that a larger percentage of college students in the average institution will go into teaching than into any other profession; and in the light of this fact, there is insistent need for more attention to chairs of education in our college budgets. Moreover the number of college graduates going into teaching is rapidly increasing as the standards for that profession are being so rapidly raised by law. In California, graduate work is demanded of all would-be high school teachers. The number of college alumni in teaching was surpassed by those in the ministry or law, or in medicine, until 1835; and 20 years ago only 5 per cent. of college graduates became teachers. The liberal arts faculty of the average college are strongly disposed to feel that it is more important to train future teachers in the subject matter of their work than in methods; but school boards increasingly demand college graduates who have taken professional courses in pedagogy; and in many states the law compels them to limit their choice to this class. In other states principals accept into their high school faculties college graduates without professional training, only when they cannot secure any others. As a high school visitor, I have been much amused at the indignation and perplexity

of some cock-sure graduates of respectable old-line colleges noted for fraternities, luxury of dormitories, and athletics, but not noted for courses in pedagogy. With all the loyalty to *alma mater*, traditional with recent graduates, they are astounded to see higher salaries paid to their fellow high school teachers from less conspicuous colleges where strong courses in pedagogy have been given. At Columbia it was stated in 1915 that no recent graduate of the academic department had been elected to an eminent educational position, while three men from the Teachers College had recently won the three best scholastic positions in the nation.

IN CONCLUSION

In view of the above six reasons, and especially in view of the duty of a college to 26.7 per cent. of its students, who will go into teaching—the largest occupational group in the whole student body—a professor of pedagogy may therefore be pardoned for claiming that his department is more important to a college than the law school or medical school, and that upon the development of schools of pedagogy in all our sister colleges will depend, not only the success of those colleges, but the character of our future democratic civilization.

PRO-GERMAN IRISH PROPAGANDA

By ARTHUR JOHNSTON

Author of "Myths and Facts of the American Revolution"

THE declaration made by De Valera, the chief of the Sinn Fein conspirators, that "England's enemies must be Ireland's friends," if reversed in form without subverting its meaning, so that it asserts that "Ireland's friends must be England's enemies," contains the statement of a fact of the utmost importance to humanity. When referring to "Ireland," De Valera did not mean all the inhabitants of that island, but merely the Sinn Feiners, who enthusiastically praised their "gallant allies," the German devastators of Belgium and France, and who endeavored to do all in their power to aid in the enslavement of mankind; those who deliberately murdered unarmed soldiers who had volunteered to fight for civilization, and who mobbed and insulted the Americans who had landed on their shores for the same purpose.

Furthermore, it should be apparent to all who are able and willing to take an impartial view of the present world conditions, that "England's enemies must be Germany's friends"; not such friends of the German people as have the desire to impress upon them the necessity that they should take a correct view of human rights, but those who desire to assist the pro-German propaganda, and to help to undo all that has been done to crush autocracy and barbarism by the civilized nations, at the cost of their blood and treasure.

What then is the object of this Sinn Fein propaganda? Do they really hope to accomplish that which they style the "freedom of Ireland?" That is to say, to place all its inhabitants under the autocratic rule of the Sinn Feiners, and to establish a few miles from the shores of Great Britain, an independent territory

that would become the home of traitors and conspirators and who would combine with their "gallant allies," the barbarous Huns? Would the government of the United Kingdom agree to such a condition? Impossible of thought! It were as reasonable to imagine that the government of the United States would consent to the establishing of an independent nation, consisting of the territory of the States of Oregon and Washington under the rule of the I. W. W., and thus to enable them to effect a combination with their "gallant allies," the Bolsheviki of Russia.

The answer is plain. The real object of this Irish propaganda is to create dissensions among the allied nations; especially between the United States and Great Britain, than which nothing could afford greater assistance to the pro-German propaganda.* Ever since the beginning of this world war this propaganda, as conducted in this country, has been based upon the assumption of American hatred of England, and has been conducted, not by native Germans nor by those of German descent, but by those of American nativity and ancestry. I make this statement as the result of personal knowledge; having, for the last four years, been travelling over the United States, from the Atlantic to the Pacific and from the gulf to the lakes, and seen and heard as much of this pro-

* Paul Rohrbach, a German teacher, in the course of a lecture delivered in the city of Cologne, asserted that all would be well for the Fatherland when the United States had a quarrel with any one of the allied nations. Paul Lensch, a German socialist, predicted hostile relations between the United States and Great Britain, greatly to the benefit of Germany. Dr. Albert Feuhr, an attaché of the German embassy at Washington, in a letter to the German government, asserted that "anti-English tendency" in this country, was "much more effective in support of our cause than newspapers with pronounced pro-German orientation could possibly be."